

**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021****Pathway 3 : January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

**Applicant Information**Organization  CDN  Vendor ID  ESC  DUNS Address  City  ZIP  Phone Primary Contact  Email  Phone Secondary Contact  Email  Phone **Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title Email  Phone Signature  Date Grant Writer Name  Signature  Date ☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.RFA #  SAS # 

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-093

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Elgin ISD's combined turnover rate for the in 2018 was 24.06%.	Increase the retention rate to 90% by 2023 with a yearly decrease of 4% in turnover rate.
76% of EISD employees live outside of the 78621(Elgin area) zip code. Travel time plays a role in >30% of exiting employees.	Recruit and retain local and "home grown" teachers via student teachers, Ready Set Teach and supported advancement of current paraprofessionals employees. Provide mentoring, networking opportunities, targeted support and authentic learning communities for these new teachers.
70% of families living in Elgin have one or more adult who commutes to Austin area for employment. This limits involvement in the community, local economy as well as their children's school and education.	Continue partnership with the City of Elgin and community to develop local business opportunities and increase employment opportunities. Employ graduating EISD students as teachers and support staff in the schools to this end with the added benefit of providing quality teachers who are vested and give back to their community.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase enrollment of student scholars interested in pursuing a teaching career in a solid foundation of coursework including practical training in a classroom setting and extracurricular activities by 10% in year 2 and 20% in Year 2.  
Engage 5% of students enrolled in Elgin High School Ready Set Teach program per year with letters of intent for hire upon completion of their programs of study.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Number of students enrolled in Ready Set Teach program at Elgin High School  
Number of seniors in the Program who attend Teachers conference in San Marcos, Texas.  
Number of students who participate in Texas Association of Future Teachers.  
Number and percent of students enrolled in the program who meet criteria of traditionally under represented eg: minority, economically disadvantaged.  
Grades and progress toward graduation plan/pathway for students enrolled in the program.  
Family and parent satisfaction surveys.  
Number of students and families who attend beginning of semester information forum.  
Number of Elgin employees enrolled in EPP with the end goal of teaching in Elgin Schools.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Number of students enrolled in Ready Set Teach Program at Elgin High School.  
 Number of Students who participate in Texas Association of Future Teachers.  
 Number and percent of enrolled students who meet criteria of traditionally under represented.  
 Grades and progress toward graduation plan/pathway for students enrolled in the program.  
 Course completion and progress toward certification of Elgin employees participating in EPP certification program.

**Third-Quarter Benchmark**

Number of enrolled students satisfactorily completing coursework and demonstrating adequate progress toward graduation plan/pathway.  
 Number of students enrolled in Texas Association of Future Teachers who participate in competition opportunities.  
 Number of students who attend the Teach Tomorrow Summit.  
 Number of students signed up for the Summer Leadership Workshop.  
 Number of graduating seniors who are accepted to EPP programs and who have been engaged with letters of intent from Human Capital Department.  
 End of year satisfaction surveys from families and/or parents of students in the program.  
 Number of employees who will complete certification and be ready for employee during the subsequent school.  
 Number of employees recruited to begin an EPP program the following school year.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Elgin ISD will utilize a robust formative evaluation plan over the life of the Project. All activities will be monitored and measured monthly and utilized for immediate and on-going improvements to implementation. Data collection will occur monthly for quantitative measures and quarterly for qualitative and outcome measures to ensure that activities are being delivered at the quantity, level of frequency, and processes originally proposed. Methods of evaluation include the use of multiple objective performance measures, including: (a) participation levels in activities (e.g., enrollment in education pathway; (b) survey data of participant satisfaction including student's personal goals and graduation plans and dreams; (c) pre- and post-analysis of changes in student outcomes based on expected program impacts (e.g., effect of participation in activities and meetings on student performance, increases in the number of students wanting to participate in teaching participation program, etc.). Each performance measure will be clearly aligned with the Grow Your Own program SMART goal as well as district identified strategic plan objectives for CTE students. Importantly, both quantitative data (e.g., attendance at events, participation levels, etc.) and qualitative data (e.g., surveys, comments, focus group feedback from participants) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire Project. These data will be collected by EISD staff and Project Partners and submitted to the Program Coordinator. Data will be disbursed to appropriate staff, partners and participating students and their families to inform progress and generate participation in program growth and improvement.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

We are fortunate to have an existing program for educating students at Elgin High School in the area of education – Ready, Set, Teach – which puts into action the principles and foundations of education covered in the curriculum. The funds from this grant will serve to further enhance the program by incentivizing the teachers to remain in their leadership and teaching roles for a minimum of two years beyond the term of the grant as they are further empowered to enrich and extend the program opportunities for their students by way of enhanced opportunities for both off-campus and on-campus learning, engagement, and motivation to ultimately move the skills of teaching learned at Elgin High School into Elgin ISD classrooms of the future, thereby paying forward the investment made via this grant.

Teachers for the Education and Training courses have been carefully selected for both their skill set and their connections to the students and community of Elgin High School. Both of the teachers are, in fact, graduates of Elgin High School who are now raising their own children within the community. In addition to being products of the EISD schools, the teachers are leaders in extracurricular activities, leading their teams to wins in competitions from the softball field to TAFE competitions. They are also both leaders on campus, sitting on committees of support for students as well as serving as active voices for the faculty and staff.

Our current teachers have already proven their success in motivating and supporting students in the Education and Training program. At the most recent Texas Association of Future Educators Region Conference, 14 students participated in 9 teams. 8 of those teams are state qualifiers. Elgin ISD is excited for the opportunity to provide additional resources to these teachers so that they may continue to support existing students and expand the scope of students participating in the program.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

There are three candidates for Pathway Two of the Grow Your Own grant, Cycle II at Elgin ISD. These candidates were selected after nomination by their principals based on their current status toward the goal of becoming educator. Their demonstrated aptitude for and commitment to teaching the children of our community will be extended to impact the education of students in Elgin ISD for a minimum of two years beyond the terms of the grant. As in Pathway One, the future teachers involved are long term residents of Elgin who are raising their children in the community.

The Elgin ISD school board has charged the leadership team with hiring a teaching staff that better represents the demographics of our community. What better way to do this than through a program that pulls directly from the community? The candidates represent Hispanic, Anglo, and more-than-two races. This is reflective of our population.

Candidates selected for this grant will receive support from multiple layers within district including, but not limited to Master Teachers on the campus of their assignment, campus specialists, and district content specialists. Flexible scheduling and additional training will be provided as needed to address areas of growth.

Elgin ISD has developed a framework and mechanism for assessing competency through our tuition reimbursement recommendation. This rubric includes record of results, problem solving, communication and commitment to continuous learning and will be applied to participants to monitor progress and ensure success.

The process of selecting candidates for this grant cycle has served as a catalyst and inspiration for other paraprofessionals to further their own college programs. The district is committed to continuing initiatives to support employees who are furthering their educations and working to become certified teachers. Current tuition reimbursement programs are in place for those pursuing undergraduate degrees in Bilingual education, or graduate degrees in the areas of Mathematics, Science, English, Social Studies and/or Counseling. These programs will continue with anticipated increase in participation inspired by the Grow Your Own grant.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
<b>Total Request for Pathway 1</b>			<b>17,000</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	1	X \$5,500 =	5,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	2	X \$11,000 =	22,000
Request for Pathway 2			27,500
Request for Pathway 1			17,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>\$44,5000</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Teaching Stipends	\$10,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Program supplies and materials	\$1,000

**OTHER OPERATING COSTS (6400)**

Tuition reimbursement- 1 staff pursuing certification, 2 pursuing bachelors+ certification	\$25,000
Extracurricular contest and learning conference registration, travel and fees for students	\$3,000
Student transportation to practicum, conferences and community based professional learning	\$2,000

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

\$3,500

**TOTAL AMOUNT REQUESTED**

\$44,500

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experienced classroom teachers with measurable evidence of student achievement.

Elgin ISD (EISD) has established a strategic goal to develop "Well-Rounded" students. A part of this long-term goal is to increase the percentage of graduating seniors meeting the College, Career and Military Readiness (CCMR) from 85 to 95 percent over 5 years. In addition, significant to the Elgin community and EISD is the Grow Your Own goal of meeting current and future Human Capital needs by recruiting and retaining top teaching candidates from within the Elgin student body. To that end, EISD has established two Grow Your Own objectives: 1) Offer scholars interested in pursuing a teaching career a solid foundation of coursework, practical training in a classroom setting, and extracurricular activities designed to motivate them to further pursue a teaching career. 2) Implement and enhance a pathway that encourages local teaching candidates to practice their craft at home, be encouraged and feel supported to remain and work in their local community. To implement a program that provides quality Education and Training Courses, increases student participation and recruits highly qualified classroom teachers, EISD will use grant resources to support the following strategies:

**Strategy One:** Provide transportation support so Education Practicum students can travel out-of-district to participate in classroom observation and practice settings. Supplement these training opportunities with additional pre-school facilities, while adding work-based learning opportunities at other commercial and community-based programs.

**Strategy Two:** Provide Professional Development for future teachers. Senior practicum students who are in good standing will participate in the Second and Third Grade Teachers Conference held in the first quarter of each year in San Marcos, Texas. Student conference participants will be those scholars who have completed prerequisite course work toward further pursuing a teaching career. The students will have the opportunity to learn and participate alongside professional teachers who come together to share and develop the latest teaching information and techniques.

**Strategy Three:** Expand extracurricular contest and learning conference opportunities for students participating in the Texas Association of Future Educators (TAFE). Additional resources in this area will enable students to participate in national competitions, attend the Teach Tomorrow Summit and Summer Leadership Workshop. These activities make it possible to motivate students by continuing a high level of participation in career teaching courses during their senior year, a time when they make critical transition decisions for their post-secondary studies.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Elgin High School's Education and Training program along with the Early College High School program strives to serve students who are traditionally underrepresented in higher education with an opportunity to earn a High School diploma enriched with hands-on teaching prep learning experiences. Students served in this program will benefit from the enhanced opportunities that Grow Your Own resources will provide. Students will be targeted for recruitment by a multi-faceted process. Priority will be assigned to students who not only meet above criteria but also have demonstrated high academic growth and achievement as well as interest in the program. The EISD established profile for teachers will also be considered when looking at characteristics of students to be recruited. Candidates will commit to participation in work-based learning activities designed around developing future teachers and will participate in TAFE extracurricular leadership development events for future teachers. EISD is committed to implementing enrollment practices that match or exceed the district's demographic representation in the areas of at-risk and economically disadvantaged students. All 9th -12th graders enrolled in EISD are welcome to apply for admission to the program. To apply, Students must complete a program specific application and attend one of the informational sessions about the program with their parent/guardian.

The Program will be promoted through parent/community meetings once per semester, posters, social media posts, printed brochures, and through the Elgin High School Go Center. Academic Counselors will also be trained about the program, so they can promote it during their class and individual student meeting. Grow Your Own graduates in good standing will be offered an employment interview with Elgin ISD upon demonstration of appropriate teaching certification achievement.

Parental support is crucial to the overall success of each student in the program. As a result, program meetings are mandatory for both parents and students, and can be used as a grade for student coursework. One parent meeting will be scheduled at the beginning of each semester to allow stakeholders the opportunity to network with other families in the program, provide updates, and to give families a forum to ask questions and express concerns. If scheduling conflicts occur, a face-to-face meeting should be scheduled within seven days to ensure receipt of important program updates and initiatives. Additional parent meetings will be scheduled as needed to address student concerns or issues. Attendance is required for these meetings as well to ensure action plans are in place and effective communication is established.

Students in the program will participate in engaging, rewarding and authentic community and classroom experiences along with opportunities to develop relationships and network with current teaching professionals in the field. Classroom activities will not only prepare students for success in these experiences but will provide an exploratory setting for students to reflect upon and synthesize their field experiences. Mentors in the field as well as high school staff will support students as they navigate their Education and Training program to ensure individual needs are met and that each student's unique strengths are developed.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** (required only if applying for Pathway 2 funds in addition to Pathway 1)

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

3

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

EISD has prioritized recruitment and retention of quality teaching staff in their 5-year strategic plan with a goal to increase retention rate by 14 points to 90%. Strategies designed to accomplish this include: improved onboarding procedures, implementation of a comprehensive mentoring program to teachers, coaching for campus leaders and teachers, establishment of a teacher advisory team to inform staff and support teacher needs and growth and, the development and implementation of a "Grow Your Own" pipeline of teachers in partnership with the Elgin High School Ready, Set, Teach program and from within our existing staff.

There are two district employees currently serving as paraprofessionals who would be participants in Pathway 2. Both will be completing their courses of study in December 2019 and will be placed with cooperating teachers in Elgin ISD to complete their Clinical Teaching during the Spring 2020 semester. In addition to their cooperating teacher and field supervisor, they will each be paired with a Master Teacher on the campus of their assignment for specific and intentional coaching, support, and guidance as they complete the Clinical Teaching experience and prepare for their EC-6 and PPR exams. District content specialists will also be available to support.

One degreed long-term substitute will be working with Texas Teachers of Tomorrow to obtain her 4-8 Math Certification. She, too, will be working closely with content specialists on campus as well as from the district level to develop her skill-set as a teacher, her content knowledge, and her management systems.

Further support will be provided via regular meetings with the Human Capital Coordinator for the district who will further coordinate with the campus Master Teachers and administrators to facilitate flexible scheduling and additional training as needed.

Letters of Intent to Hire will be issued during the Clinical Teaching assignment. Staff participating in Pathway 2 program, will agree to commit to at least two years in EISD once completing their certification program.

Upon hire, participants will be provided continued opportunities and support such as: summer professional development, imbedded training and coaching with Master Teachers and content specialists, and a flexible schedule to provide collaboration time.



# Elgin Independent School District

- Elgin ISD Changes Lives -

P.O. Box 351, Elgin, Texas 78621  
(512) 285-9200 or Fax: (512) 281-9836  
[www.elginisd.net](http://www.elginisd.net)

November 13, 2018

2019-2021 Grow Your Own Grant Program, Cycle 2  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1494

To Whom It May Concern:

Elgin ISD is submitting an application for grant funding for 2019-2021 Grow Your Own Grant Program, Cycle 2. The Elgin ISD Board of Trustees has taken a leadership role in recruitment and retention of quality teaching staff. We believe that developing and supporting local students and community members striving to give back to their community is essential to community growth and well-being.


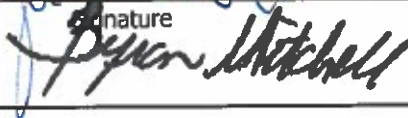
It is critical that school districts work within their communities to develop a Grow Your Own approach. These strategies will encourage and recruit talented new teachers from within the community who mirror demographics and are vested in the community. The Grow your Own program is perfectly aligned with the EISD strategic plan for student outcomes in the Teaching and Education pathway as well as our recruitment and retention goals for providing quality staff to serve our students

The Elgin ISD Board of Trustees is committed to sustaining this program by continuing to recruit and support local talent who desire to pursue a career in teaching our students. We enthusiastically endorse this application for grant funding for the 2019-2021 Grow Your Own Grant Program, Cycle 2.

Respectfully yours,

**Dr. Jodi Duron, Superintendent**

**Byron Mitchell, President**  
EISD School District Board of Trustees

  
Signature  
  
Signature